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ABSTRACT

This guidebook is designed to provide teachers, schools, parents, and other community leaders with the needed ideas, strategies, and resources to combine service learning and character education in meaningful educational activities for children and young people. The booklet contains seven short sections that provide an overview of character education and service learning and suggest ways to integrate the two processes in the school setting. The following topics are covered: (1) the essential elements of character education; (2) the connection between service learning and character education; (3) the key to effective character education; (4) youth leadership in character education programs; (5) the essential elements that promote character development; (6) impacts that should be expected from character education programs; and (7) the importance of character education. The guide also contains a resource section that lists five service learning organizations, seven character education organizations, five selected readings, and five references. (KC)

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LINKING LEARNING WITH LIFE

Service Learning and Character Education

Walking the Talk

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Service Learning and Character Education

Walking the Talk

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Service Learning and Character Education

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State of South Carolina

Office of the Governor

JIM HODGES
GOVERNOR

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Dear Citizens of South Carolina:

The development of citizens who exhibit high moral and ethical behavior in the family, school, and community is an essential part of a quality education. The fabric of our democratic society depends on the contributions of our citizens, and character education is a crucial element in ensuring that the young people of the Palmetto State have the resources necessary to become successful and productive citizens. Because the involvement of students and citizens in community service is a primary means of encouraging the development of good character, young and old alike should have opportunities to give back to their communities.

Good character promotes the individual and social well-being of the citizens and communities of the Palmetto State. Participating in community service not only contributes to the continued high quality of life of our citizens, but also provides a wonderful opportunity for developing those character traits necessary to become productive workers and family and community members. It is my belief that every child needs to learn a core set of values. These values include good citizenship, respect, honesty, patriotism, diligence, integrity, and responsibility. Though the family and churches are the first places these values should be taught, children spend a large part of their childhood in school. We cannot afford to ignore this opportunity to promote these important values. Every South Carolina school should adopt a character education program focusing on those character traits that all civilized societies value.

I hope this book will serve as a useful resource for increasing understanding and commitment to the integration of comprehensive service learning and character education initiatives into all aspects of the curriculum. By pursuing the education of our children and young people in service and learning roles as described in this book, we can increase the productivity of our schools and enhance the future of society.

Sincerely,

Jim Hodges

Jim Hodges

Introduction

Service learning and character education are integral components of a meaningful educational experience for children and young people. Character education typically focuses on commonly agreed upon virtues, procedures, rules, and rituals that comprise a framework of nurturing, respect, and responsibility. Service learning also addresses these boundaries for living positively but tends to emphasize the engagement of people in service to each other and to their communities.

Unfortunately, many people, including some educators, see these two important curriculum areas as add-on topics or as extracurricular activities. Nothing could be further from the truth. Service learning and character education are essential, interrelated elements which relate to all aspects of student learning and development.

This guidebook will provide teachers, schools, parents, and other community leaders with the needed ideas, strategies, and resources to effectively combine service learning and character education in meaningful educational activities for children and young people. Service learning provides a unique vehicle for involving parents, teachers, and other citizens with children and young people in effective character development experiences.

We must look for innovative ways to educate children and young people in the kinds of social and civic behaviors that are essential to our society's healthy functioning. All curriculum areas and indeed every facet of the school/community can be used to increase students' character development—and by using service learning, students can apply these character traits to their lives.

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Let's Look First at Character Education

A comprehensive character education program occurs throughout every facet of the school environment—the classroom, cafeteria, buses, hallways, and playgrounds—and in interaction with all partners in the educational endeavor. In effect, it is part of the entire fabric of the school and the community. By building and nurturing an environment that teaches, models, and reinforces important character traits, a school can be successful in improving the behavior and academic achievement of our youth.

Character Traits

The attributes that comprise "good character" are the virtues for living that a community or culture agree are vital to their survival and well-being. Thus, schools gain credibility in the character traits they emphasize when they involve parents, citizens, students, and faculty in dialogue on the values and virtues that should permeate the school culture.

While each school and community should engage in a structured process to identify those virtues or character traits which should be emphasized in the school, there are numerous examples of traits which have been found to be acceptable in most school communities.

The Josephson Institute of Ethics (n.d.) identified "Six Pillars of Character" which are universally acceptable:

- Trustworthiness
- Respect
- Responsibility
- Caring
- Fairness
- Citizenship

Many other character traits or sets of virtues have been identified by researchers, state school boards, local school boards, and professional organizations. By categorizing them under the Josephson Institute's "Pillars," a range of character traits can be considered by schools and communities as suggestions for a starting point for developing their own unique lists of character traits.

Trustworthiness

- Honesty
- Integrity
- Fidelity
- Reliability
- Loyalty

Respect

- Tolerance
- Courtesy
- Self-Respect
- Patience
- Cleanliness
- Moral Language

Responsibility

- Punctuality
- Dependability
- Prudence
- Self-Reliance
- Moderation
- Perseverance
- Self-Discipline
- Courage
- Fortitude
- Self-Control

Caring

- Altruism
- Love
- Compassion
- Mercy
- Kindness
- Generosity
- Unselfishness
- Charity

Fairness

- Justice
- Sensitivity
- Sportsmanship
- Cooperation

Citizenship

- Patriotism
- Duty
- Hope

A good way to begin making your school or community list is to invite teachers, parents, community members, and students to a forum where, through small group discussion and consensus building, your school's or community's common virtues can be determined. This way, all constituencies are involved. Student involvement will be key as a foundation for integrating service learning into the character education program in an authentic way.

A Comprehensive Framework

Schools that aim to achieve quality character education use a comprehensive framework similar to the one below which was described by Ryan and Bohlin (1998).

- A relevant mission statement: A short, clear statement which articulates the culture's shared principles and ideals and specifies the desired outcomes of a character education program.
- A set of core virtues: A list which represents those consistent habits which students should demonstrate in the culture (i.e., the school, home, and community).
- Partnerships with the home and community: Strategies the school uses to connect with and support families in nurturing the core values in children and strategies which the community uses to support and reinforce the core virtues.
- Teamwork: Groups of adults and students work together on ways that the mission of character education can be pursued in family, school, and community.
- A formal launch: A celebration that launches special efforts to involve everyone in achieving the character education mission.
- Regular meetings and assessment: The community (inclusive of school and family) holds regular gatherings to review how it is doing in achieving its character education mission.
- Involved staff: Everyone in the school and community must be engaged in ethical modeling and seeking to achieve a moral community.
- Relevant evaluation: Formal and informal assessments are used to see what is being achieved through the character education program and to determine the extent to which the mission is being accomplished.

The Seamless Connection: Service Learning and Character Education

Service Learning Enriches Character Education

By fully blending character education with service learning, both are enriched. What is it about service learning that makes it such a perfect complement to character education?

Service learning is a philosophy of service and active community building; an instructional methodology which engages learners in community service that aims to enhance their academic and social learning; and a process for enhancing the curriculum, empowering youth, and improving the community. With a focus on learning through service, students participate in activities that result in meaningful assistance to others, as well as contribute to their own personal growth. In this process, the service involvement reinforces in students the values and virtues central to the community's well being.

Although the service experience is at the heart of service learning, adherence to the entire service learning framework of preparation, action, reflection, and celebration can truly enhance the character education program.

- Preparation. Students can learn about good character traits before their service activities.
- Action. Students are able to observe firsthand good character traits in others—parents, heroes, community members—as they begin to practice the traits themselves.
- Reflection. Students can think and write about, as well as discuss the value of the character traits they have seen in others and themselves.
- Celebration. Students can celebrate the value of the character traits in the life of a healthy community.

Together, service learning and character education provide a framework for transforming students, faculty, parents, schools, and communi-

ties into powerful resources for improving the human condition. Evidence suggests that service learning and character education, when implemented properly, improve student learning, increase family-school partnering, engage the community in positive ways with schools, and strengthen the virtue of future citizens (Lickona, 1992).

Achieving Synergy by Combining Forces

Fully combining service learning and character education is an excellent example of a synergistic relationship. The interactions do combine for an effect that is greater than the sum of the individual efforts of each.

This guidebook will focus on two major ways this synergy can be maximized. First, we will look at the individual teacher and his or her class's service learning experience. How can the individual teacher create such a powerful learning experience? We will answer this question with an example of how to incorporate reflection, the most essential ingredient.

Secondly, we will look at using service learning as the organizing force for a school or community's character education program. How can students play meaningful roles in the design, implementation, and evaluation of a character education program at their school? An important factor in the success of any character education program is youth involvement and thus, youth ownership.

How Character Traits Relate to Service Learning Processes

Character Traits	Service Learning Processes
Moral language, open and fair communications, empathetic listening, responsible behavior	Students use all language arts skills (researching, writing, keeping journals, reflecting, sharing, presenting) and many math and science skills (predicting, charting, graphing, discovery, hypothesis testing, assessment, etc.) in designing and implementing their projects.
Moral problem solving, ethical reasoning, fair decision making	Students research real community needs, plan ethical reasoning, projects, design solution strategies, and solve problems in a fair and just manner to benefit the community.
Responsibility, integrity, self-control, punctuality, sensitivity, kindness, moderation, unselfishness	In carrying out their service learning projects, students learn to act responsibly, control their behavior to benefit others, communicate with a variety of others of all ages. They must meet their obligations in a timely and courteous manner since others depend on them.
Equity and honesty	Students have to manage their own resources (time, space, materials, etc.) in concert with others. In order to get the job done they must share openly and honestly.
Caring, cooperating, resolving conflicts, helping others, trustworthiness, keeping promises, loyalty, empathy, and respect	Students must work and communicate together as a team. They must serve their clients who are often very different from themselves (age, ethnicity, economically, etc.) and they must rely on themselves to solve real-world problems.
Help others, act morally, practice good citizenship	Students deal with numerous external citizenship systems (schools, communities, agencies, and organizations) in which they must make ethical choices on an ongoing basis.
Responsible use, maintenance, and care of equipment, materials, and supplies	Most service learning projects use a variety of equipment, materials, and supplies which students must learn to use properly.

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The Key to Effective Character Education

It is evident that well-designed service learning experiences provide a wealth of opportunities for young people to practice the character traits valued by their community. In order to ensure that students appreciate the value of these virtues, it is imperative that a strong reflection component be integrated throughout the service learning experience. This section details how this can be accomplished.

As service learning practitioners know well, the major difference between community service activities and service learning is reflection, and preferably ongoing reflection. We can all share a service experience with our students with the potential to reinforce the curricular goals, whether science, math, or an understanding of good character. When participants do not reflect, however, it is frequently an opportunity lost—an opportunity where meaningful learning can take place. If service learning is going to really enhance character education, thoughtfully designed, guided reflection must take place—**reflection must be intentional.**

The Josephson Institute of Ethics' Six Pillars of Character include a commonly-valued virtue, respect—whether respect for others who differ from us, self-respect, respect for property, or respect for the environment. How could we incorporate the development of this character trait through service learning?

To answer this question, let us look at an example of a service learning experience and view how the virtue of respect is enhanced by guided reflection in **each** stage of the service learning framework.

The Service Experience

Our model will be a service learning project which is an intergenerational, oral history project where students adopt a Senior Buddy, either a veteran of World War II or someone who lived through those tumultuous years. Together, they will develop an oral history of the Senior Buddy's experiences during the war years.

Preparation

During the preparation stage of this service learning experience, students would be prepared for the project with the goal that, in addition to the academic outcomes, the character trait of respect would be taught, reinforced, analyzed, and discussed when appropriate.

Prior to their service, students should begin to learn about the World War II years—the historical context and times that their Senior Buddies lived through. Students would come to understand some of the unusual circumstances of the period. Reading such books as Tom Brokaw's *The Greatest Generation*, Harry Mazer's *The Last Mission* (for young adult readers), or Patricia Giff's *Lily's Crossing* (for 9-12-year-olds) would provide students with a greater understanding of this period.

Other preparation efforts would include training students in the proper communication skills for meeting their Senior Buddy for the first time. For example, good manners for this occasion that show respect need to be practiced prior to the first meeting with the Senior Buddy.

Coming to school clean and dressed appropriately for each visit are also ways of showing respect for not only the Senior Buddy, but also respect for oneself.

The teacher and the students then have the opportunity to reflect on the upcoming experience, describing their expectations as well as focusing on the development of respect for a person who is different from themselves.

Ongoing reflection questions during the phase prior to the service could include:

- What have I learned from my reading that makes me feel respect for this generation?
- What have I practiced to help me approach my Senior Buddy with respect?
- What kind of friend hip will I have with my Senior Buddy?
- What am I expecting my Senior Buddy to be like?

Action

Students visit the senior center weekly and talk about the World War II years with their Senior Buddies. They take notes, audiotape conversations, and some even videotape sessions. Senior Buddies teach them songs from the war years and share pictures and mementos. Students and their Senior Buddies collect all this information and begin to build the oral history.

Ongoing reflection after each session can again encourage the development of the character trait, respect.

- How did your Senior Buddy react to you?
- In what ways did they show respect to you?
- Which of their accomplishments from the World War II years have made you respect them more and why?
- What did you observe about how others treated your Senior Buddy? Were good manners used?
- In what ways were you respectful to your Senior Buddy?
- As you develop the oral history together, how have you managed to work cooperatively?

Reflection

Frequently, the product of a service learning experience has incorporated students' reflections. This intergenerational experience could be one that would reinforce the respect the students have gained for an older person who had dealt with hard times in an admirable way. The actual product, whether a videotape, booklet, radio show, or photo display, could clearly show this respect for the individual, incorporating what the students have learned about what it means to respect someone different from themselves.

Some questions that could be asked to provoke thinking about respect during this phase of the service learning experience include:

- How would you explain to your classmates why your Senior Buddy is deserving of respect?
- How would you introduce your Senior Buddy to others in a respectful manner?
- You have discovered that you may have different opinions than your Senior Buddy. How do you handle disagreements on issues? How do you do so with respect?
- What have you learned about having preconceptions about people who are different from you?

Celebration

As students share and present their final report to a gathering of classmates, community members, and the Senior Buddies themselves, they can create introductory comments reflecting the respect they have developed for someone different from themselves.

- How can we celebrate our Senior Buddies' accomplishments?
- What have we learned about another generation?
- What have we learned about respect from the experiences with our Senior Buddies?
- What were the contributions that you made to the success of the project?

Intentional Reflection

Specific service activities can reinforce character traits when guided, ongoing reflection is integrated thoughtfully into the service learning experience.

For example, our model above showed how student involvement with individuals who differ from them can foster the development of respect. Consider how each of the following service learning activities can enhance the other "pillars" of character. Think of reflection questions and activities throughout the service learning experience that will strengthen the understanding of each trait.

Citizenship

Students identify the need for a traffic light at a dangerous intersection and work with local government to have one installed. Students come to believe that they can make a difference, and this experience reinforces the character trait of citizenship.

Caring

When students become tutors for kindergarten children deemed at risk, the bond that develops can be the basis for encouraging the development of the character trait of caring. The firsthand experience of caring for the welfare of another human being other than oneself can be very powerful.

Fairness

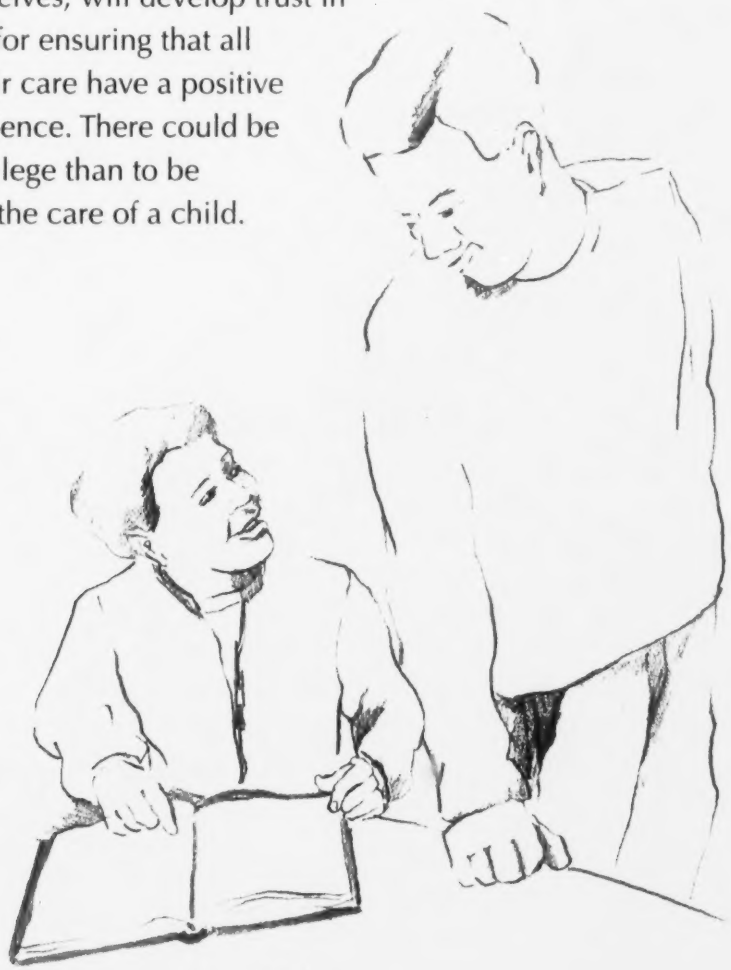
An ability to see both sides of an issue can occur when students are trained to be peer mediators. While serving in this role to resolve playground disputes, students become entrusted to be fair and treat both sides evenhandedly.

Responsibility

Crops grow well when the necessary ingredients are present. When students manage a community garden whose produce will stock an emergency food shelf, they must be responsible for making sure gardens are watered, weeded, and fertilized.

Trustworthiness

Students may develop and then manage an after-school program for younger children. The community, including the parents and the children themselves, will develop trust in these students for ensuring that all children in their care have a positive and safe experience. There could be no greater privilege than to be entrusted with the care of a child.



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Youth Leadership in Your Character Education Program

An individual classroom teacher can integrate character education into the everyday instructional program, and can do this with long-lasting results by using service learning. Nevertheless, when the entire school and community, including the family, reinforce these positive character traits, the cultural norms are even more effectively transmitted to our young people. How does one create such an environment?

To create an environment in your classroom, school, and community where service learning and character education are blended together to reinforce each other, it is crucial to have student involvement at every stage of the process. Student involvement must start with the selection of the character traits that your community wishes to encourage. Students need to participate from that point on in the management of the process. Empowering youth in the character education program will ensure its success.

Students who are engaged in the planning, implementation, reflection, and acknowledgment/celebration of character-service activities within the school tend to take ownership of the activity. Numerous qualitative studies have shown that most students, including those who have records of disruptive behavior and poor academics, who are directly involved in all phases of the service learning process feel more empowered, develop more overt leadership skills, and tend to feel better about themselves as students.

Thus it is wise to include students as authentic members of the character education team, empowering them, as service learners, to work with the adults of the school and community to meet the challenge of developing an effective character education program.

Involving Students at the Classroom Level

There are many ways to reinforce character at the classroom level. Your students can and should play a key leadership role in a variety of activities. **Students can work with the teacher to**:

- Plan ways to celebrate and reward good character in your classroom.
- Lead discussions on character traits in class meetings.
- Create bulletin boards in the classroom on the character trait of the month.
- Hold weekly Moral Forums in which students deal with different moral dilemmas.
- Recognize their classmates as "Terrific Kids" who have best exemplified the character trait of the week or month.
- Develop a "caring calendar" which identifies the trait of the week or month and gives suggestions for parents to use in reinforcing good character in the home.
- Discuss the character traits portrayed in literary selections.
- Incorporate character education segments into every class, every day.

Involving Students at the School Level

Students need to be integrally involved in developing the character education program for their school. Representatives from each classroom can meet on a character education task force and create opportunities for schoolwide character education in a variety of ways. **Students can work with the task force to**:

- Develop and post a Character Education Resolution and have it signed by the superintendent, the school board members, and community officials.

- Develop a multiyear character education plan with specific targets.
- Assess the effectiveness of the character education program in the school and in the community.
- Plan school and community functions and activities which support good character.
- Establish a different character attribute for each week or month.
- Develop school TV news shows.
- Have a daily "Character Minute" in which the whole school participates.
- In the school newspaper, include a weekly article, e.g., "Character Corner," written by students.
- Conduct monthly assemblies in which students share their "good character" experiences with others and reflect on what they have learned.
- Prepare all staff to model good character in all areas of the educational process—including cafeterias, hallways, buses, and playgrounds.
- Train all adults in the school—teachers, administrators, cafeteria workers, maintenance personnel—to be involved in modeling and helping students model good character.
- Set fair and equitable rules and regulations which are expected in different settings.
- Hold regular "Power Lunches" with different types of students to discuss the rules and regulations to learn if they are working and whether they need to be changed.
- Develop a "visual" character education environment, involving all students in developing slogans, mottoes, a good character school pledge, good character song, and character guidelines.
- Post these throughout the school and community and incorporate in school activities.

Involving Students at the Family/Community Level

Students need to be equal participants on the communitywide task force which guides the character education program in the district. They can participate in a variety of experiences.

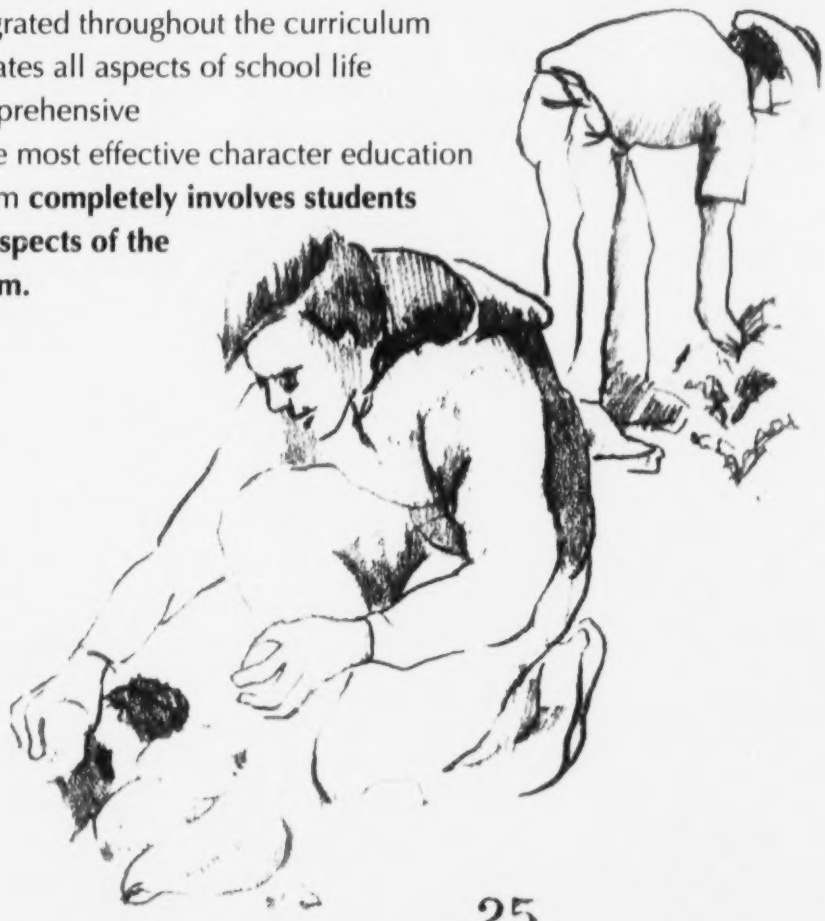
Students can:

- recognize adults and students who are role models of positive character traits in ways that encourage all students to strive to achieve excellence in their lives.
- encourage parents and families to do "community service" with their children as a part of family life.
- conduct service learning experiences where students, faculty, staff, and others in the school and community participate in service, acknowledge their contributions, and reflect on how the service helps them and the community.
- integrate service into academic and nonacademic areas of students' learning experiences.
- encourage families to participate in community improvement projects through announcements in school newsletters and special flyers sent home.
- involve citizens in helping plan community strengthening activities by coming to school and working with students on new project ideas and by helping students carry out projects in the community by acting as mentors or providing access to clients who need assistance.
- get parents involved in planning combination character education and community service activities.
- organize special school and community events which acknowledge and celebrate service.

- involve students with other service groups within the community such as human service agencies, service organizations, and non-profit community groups.

The strategies listed above are meant to stimulate careful thinking and planning about a comprehensive school/community character education program. Note that an effective character education program:

- is intentional
- is a schoolwide and communitywide endeavor
- involves all school personnel and a broad cross-section of the community
- is integrated throughout the curriculum
- permeates all aspects of school life
- is comprehensive
- and the most effective character education program **completely involves students in all aspects of the program.**



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The Essential Elements That Promote Character Development

The activities of service learning instill in participants the civic dispositions and the virtues valued by proponents of character education. Indeed, the standards, known as the "essential elements" of service learning, proposed by the National Service-Learning Cooperative (1998) provide specific insights that encourage character development through civic and community service. The *Essential Elements of Service Learning* strive to link service learning to educational outcomes and academic goals, as well as community needs.

The standards promote participant development of communication and personal interaction skills, attitudes associated with the valuing of diversity, and skills that allow for deep personal reflection. In effect, these essential elements value and promote character development in service learning participants.

Communication and Interaction Skills

The National Service Learning Cooperative's service learning standards suggest that service learning participants' development of communication and personal interaction skills can achieve a character development level when the participant seeks out and devises "unique ways to communicate to others" (Essential Element #3).

Evidence of character growth from service learning also manifests itself in participants who seek out "lasting solutions" to community problems and needs and who generally seek consensus, agreement, partnerships, and other forms of "sustained relationships" that promote service efforts (Essential Element #4).

Moreover, words like "inspires," "respects," and "encourages," tend to describe the kinds of communication and interaction skills and behaviors in this area we expect to see demonstrated by service learning participants who also experience character development. For example, as middle school students commit themselves to working with senior citizens to renovate dilapidated housing in their neighborhood, they

actualize the desired communication and relationship-building skills that go with character development.

Valuing Diversity

Ethical and other prosocial values are enhanced when service learning participants increase their understanding and valuing of cultural diversity through their service learning relationships. For example, students involved in tutoring young children who are from cultures different than theirs can gain tremendous cultural insights—particularly when they are involved in reflection activities that help them see the strengths and talents of the young children they are tutoring. In most meaningful service learning activities, diversity is discussed, reflected upon, and ultimately becomes a focus with respect to the deeper examination of societal issues of equity and justice (Essential Element #7).

Wuthnow (1995) suggests that service learners who have achieved a high degree of cultural sensitivity also are more active in appreciating issues such as tolerance, prejudice, acceptance, difference, and poverty. The service learning context can be shaped to engage the participants in sharing their insights, while discussing many of the social justice issues that comprise one's growth in character.

Personal Reflection

As noted throughout this guidebook, the essential element of reflection is in many ways the distinguishing attribute of service learning. At a very high level of integration, service learning can impact character development by causing service learners to engage in problem-solution strategies and activities that require demonstration of a high degree of perseverance and/or commitment. The reflection process, when guided toward high levels of problem solving, can

instigate in service learners the mental processes that empower them to develop new images of themselves as caring and competent individuals.

In essence, service learners who are guided toward sensitive involvement with others can and usually do engage in the following process of character enhancement.

- They begin to communicate with service recipients, as well as adult mentors, in ways that are marked by creativity and uniqueness, and that promote the formation of productive and lasting relationships that, in turn, tend to encourage the same development of communicative skills in others.
- They initiate discussion and reflection activities that help all who are involved to come to a deeper understanding and appreciation of the issues and values of diversity. Societal ideals of justice and equity pervade their communications and interactions, and ultimately they become the kinds of role models important to developing the valuing of diversity in others.
- They engage in a level of deep personal reflection that transforms them with respect to elements of character. They internalize the qualities of perseverance, the ability to commit themselves, and the seeking of solutions to intractable problems in a way and to a degree that reveals a self-understanding typically associated with profound religious and spiritual experiences.

Character development in turn advances the competence of students to increase their service to others through more collaborative and mutually responsive activities. Service learning and character development are interactive processes that provide the ideal structure for helping students to achieve personally, socially, and academically.

What Impacts Should Be Expected?

Academic improvement tends to be a common byproduct of a character education program, although improved behavior by students is the first noticeable improvement. A national study by the Child Development Center in California showed that, over time, student achievement improved more in schools with effective character education programs than in schools without such programs. Many success stories about the dramatic improvement in student discipline and behavior are told by principals and teachers across the nation.

First year impacts should show noticeable improvements in:

- behavior
- reduction in disruptions, violence, and bullying
- increased indicators of respect among students and between students and teachers
- an improvement in school climate

More long-range impacts (3-5 years) should yield improved attention to academics on the part of students—class attention, homework completion, and a quest for excellence. This will correlate with improved test scores, a reduction in the number of dropouts, and improved attendance.

Final Thoughts

Character education is one way to help students develop the strength of character they will need to further our democratic society as caring, ethical adults. While this concept isn't new, schools across the country are now developing new approaches to character development that are more formal, intentional, purposeful, and systematic.

Creating and sustaining effective programs that address the character traits supported by the community and emphasized in service learning activities requires a strong partnership between the home, school, and community. Schools can take character traits that are identified by their communities as important and build a code of conduct and school culture that reinforces them. By utilizing service learning, schools can reinforce these character traits, resulting in new expectations for how students should conduct themselves at school, at home, and in the community.

Professional Growth Resources

Service Learning Organizations

- America's Promise
  909 N. Washington St., Suite 400, Alexandria, VA 22314-1556
  703-684-4500 www.americaspromise.org

- Corporation for National Service
  1201 New York Avenue, N.W., Washington, DC 20525
  202-606-5000 www.nationalservice.org

- Learn and Serve America Training and Technical Assistance Exchange, Exchange National Center
  National Youth Leadership Council
  1910 West County Road B, St. Paul, MN 55113
  877-LSA-EXCH http://www.lsaexchange.org

- National Dropout Prevention Center, Clemson University
  209 Martin St., Clemson, SC 29631-1555
  864-656-2599 www.dropoutprevention.org

- National Service Learning Clearinghouse
  University of Minnesota
  1954 Buford Ave, Room R-460, St. Paul, MN 55108
  800-808-SERV http://umn.edu/~serve/

Character Education Organizations

- Character Education Partnership
  1600 K Street NW, Suite 501, Washington, DC 20006
  800-988-8081 www.character.org

- Character Education Clearinghouse
  California State University–Fresno
  Department of Literacy and Early Education
  5005 North Maple Avenue, Fresno, CA 93740-0825
  559-278-0250 www.cde.ca.gov/character

- American Institute for Character Education
  8919 Tesoro, Suite 220, San Antonio, TX 78217
  800-284-0499

- Center for the Fourth and Fifth R's (Respect and Responsibility)
  SUNY Cortland, PO Box 2000, Cortland, NY 13045
  607-753-2455 www.cortland.edu/www/c4n5rs/

- The Character Counts Coalition
  4640 Admiralty Way, Suite 1001, Marina Del Rey, CA 90292
  310-306-1868 http://charactercounts.org/

- The Giraffe Project
  PO Box 759, 197 Second Street, Langley WA 98260
  360-221-7989 www.giraffe.org/

- The Josephson Institute of Ethics
  4640 Admiralty Way, Suite 1001, Marina del Rey, CA 90292-6610
  310-827-1868 www.josephsoninstitute.org

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About the Authors

The University of South Carolina's SLATE Team has produced a variety of materials for teacher educators and their work with preservice teachers. This guidebook has a wider audience—not only the preservice teacher, but especially the young people, teachers, parents, and local citizens who are interested in promoting positive character traits throughout their communities.

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